

Collier County Public Schools

# Everglades City School



## 2019-20 Schoolwide Improvement Plan

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# Everglades City School

415 SCHOOL DR, Everglades City, FL 34139

[ no web address on file ]

## Demographics

**Principal: Cheryl Allison**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	82%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: C (51%) 2016-17: C (49%) 2015-16: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Collier County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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[ no web address on file ]

## School Demographics

**School Type and Grades Served**  
(per MSID File)

Combination School  
PK-12

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

82%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

31%

## School Grades History

**Year**  
**Grade**

**2018-19**  
A

**2017-18**  
C

**2016-17**  
C

**2015-16**  
C

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## Purpose and Outline of the SIP

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using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Everglades City School strives to provide a learning environment where students are challenged to become stronger both academically and socially. The school seeks to enlist the support of the community, parents, and all school personnel to partner in developing future leaders and successful members of society.

#### Provide the school's vision statement

We believe that all students have the ability to be successful. Our goal is to create a learning environment that enhances our students' desire to achieve the highest possible goals that each individual has the ability to reach. By setting high standards and expectations from a student's first day in pre-kindergarten all the way through to their high school graduation, every aspect of our students' education is geared toward assisting our students achieve success.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Laudise, Edward	Assistant Principal	
Secory, Shana	Instructional Coach	
Whitcomb, Jill	Instructional Coach	
Owen, Melissa	Instructional Media	
Boyd, Melanie	Teacher, ESE	
Rambosk, Carolyn	Guidance Counselor	
Allison, Cherie	Principal	

### Early Warning Systems

#### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10	12	15	15	11	17	9	14	11	14	15	9	9	161
Attendance below 90 percent	1	2	2	5	3	4	1	3	1	0	2	1	2	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	2	2	2	0	7
Level 1 on statewide assessment	0	0	0	2	3	5	5	6	0	3	1	3	3	31

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	2	1	1	0	1	0	1	0	9

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

17

**Date this data was collected or last updated**

Wednesday 8/21/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	7	3	4	1	1	4	4	3	1	0	0	30
One or more suspensions	0	0	0	1	0	0	1	1	0	1	2	1	0	7
Course failure in ELA or Math	0	0	0	0	0	0	2	4	3	0	3	1	0	13
Level 1 on statewide assessment	0	0	0	2	2	5	7	1	3	3	3	4	8	38

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	0	1	4	2	1	1	4	0	14

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	7	3	4	1	1	4	4	3	1	0	0	30
One or more suspensions	0	0	0	1	0	0	1	1	0	1	2	1	0	7
Course failure in ELA or Math	0	0	0	0	0	0	2	4	3	0	3	1	0	13
Level 1 on statewide assessment	0	0	0	2	2	5	7	1	3	3	3	4	8	38

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	0	1	4	2	1	1	4	0	14

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	59%	61%	43%	56%	60%
ELA Learning Gains	65%	61%	59%	52%	58%	57%
ELA Lowest 25th Percentile	68%	63%	54%	45%	49%	52%
Math Achievement	59%	66%	62%	49%	65%	61%
Math Learning Gains	59%	61%	59%	66%	63%	58%
Math Lowest 25th Percentile	56%	58%	52%	60%	59%	52%
Science Achievement	45%	46%	56%	45%	62%	57%
Social Studies Achievement	91%	83%	78%	75%	86%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10 (0)	12 (0)	15 (0)	15 (0)	11 (0)	17 (0)	9 (0)	14 (0)	11 (0)	14 (0)	15 (0)	9 (0)	9 (0)	161 (0)
Attendance below 90 percent	1 (0)	2 (2)	2 (7)	5 (3)	3 (4)	4 (1)	1 (1)	3 (4)	1 (4)	0 (3)	2 (1)	1 (0)	2 (0)	27 (30)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (1)	0 (1)	0 (0)	0 (1)	0 (2)	0 (1)	0 (0)	0 (7)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	1 (4)	0 (3)	2 (0)	2 (3)	2 (1)	0 (0)	7 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (2)	3 (2)	5 (5)	5 (7)	6 (1)	0 (3)	3 (3)	1 (3)	3 (4)	3 (8)	31 (38)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	55%	61%	-6%	58%	-3%
	2018	55%	59%	-4%	57%	-2%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	53%	58%	-5%	58%	-5%
	2018	30%	60%	-30%	56%	-26%
Same Grade Comparison		23%				
Cohort Comparison		-2%				
05	2019	0%	60%	-60%	56%	-56%
	2018	33%	59%	-26%	55%	-22%
Same Grade Comparison		-33%				
Cohort Comparison		-30%				
06	2019	35%	56%	-21%	54%	-19%
	2018	62%	56%	6%	52%	10%
Same Grade Comparison		-27%				
Cohort Comparison		2%				
07	2019	70%	55%	15%	52%	18%
	2018	20%	54%	-34%	51%	-31%
Same Grade Comparison		50%				
Cohort Comparison		8%				
08	2019	57%	58%	-1%	56%	1%
	2018	53%	63%	-10%	58%	-5%
Same Grade Comparison		4%				
Cohort Comparison		37%				
09	2019	67%	56%	11%	55%	12%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		67%				
Cohort Comparison		14%				
10	2019	0%	53%	-53%	53%	-53%
	2018	55%	59%	-4%	53%	2%
Same Grade Comparison		-55%				
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	42%	68%	-26%	62%	-20%
	2018	45%	67%	-22%	62%	-17%
Same Grade Comparison		-3%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
04	2019	59%	65%	-6%	64%	-5%
	2018	50%	67%	-17%	62%	-12%
Same Grade Comparison		9%				
Cohort Comparison		14%				
05	2019	0%	67%	-67%	60%	-60%
	2018	44%	68%	-24%	61%	-17%
Same Grade Comparison		-44%				
Cohort Comparison		-50%				
06	2019	47%	61%	-14%	55%	-8%
	2018	54%	62%	-8%	52%	2%
Same Grade Comparison		-7%				
Cohort Comparison		3%				
07	2019	90%	66%	24%	54%	36%
	2018	64%	67%	-3%	54%	10%
Same Grade Comparison		26%				
Cohort Comparison		36%				
08	2019	82%	36%	46%	46%	36%
	2018	60%	43%	17%	45%	15%
Same Grade Comparison		22%				
Cohort Comparison		18%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	0%	56%	-56%	53%	-53%
	2018	22%	58%	-36%	55%	-33%
Same Grade Comparison		-22%				
Cohort Comparison						
08	2019	43%	52%	-9%	48%	-5%
	2018	47%	56%	-9%	50%	-3%
Same Grade Comparison		-4%				
Cohort Comparison		21%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	68%	-68%	67%	-67%
2018	0%	72%	-72%	65%	-65%
Compare		0%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	100%	72%	28%	71%	29%
2018	67%	70%	-3%	71%	-4%
Compare		33%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	83%	72%	11%	70%	13%
2018	82%	72%	10%	68%	14%
Compare		1%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	50%	67%	-17%	61%	-11%
2018	32%	67%	-35%	62%	-30%
Compare		18%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	59%	-59%	57%	-57%
2018	50%	67%	-17%	56%	-6%
Compare		-50%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	29	54		20	54						
HSP	69	69		53	50						
WHT	51	65	63	63	62	67	42	95		100	50
FRL	51	64	71	57	60	53	36	88			

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	6	47	45	22	60						
HSP	41			32							
WHT	45	53	41	53	63	50	49	81	18	92	18
FRL	41	54	47	51	68	63	45	74	27		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	10
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

The data component with the lowest level of proficiency is reading achievement at 51%. This has historically been the lowest level of performance, yet has increased over the last few years with an increase from 43% as of last year. Although still low the increase is due in large part to the reading coach pushing in to all of the classrooms.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

The area that showed the greatest decline was science remaining static at 45% achievement level, no change from last year. This is mainly due to the 5th grade teacher not utilizing the appropriate amount of time to integrate science into her daily lessons.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The data component with the largest gap when compared to the state average was the science achievement with a gap of 11%. Science has historically fallen below the state and district average in proficiency, particularly in 5th grade science which fell 12% below the district average. The teacher not utilizing her time properly to ensure the science standards were all being covered was a large factor in this data.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component showing the most improvement was Civics with a 12% increase. The teacher teaching has returned to Everglades City School and continues to grow. The continuous use of Prep Works done with fidelity in the classroom as well as the use of ICivics were both contributing factors in this success .

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Areas of concern are level 1's in statewide assessments particularly in 5th 6th and 7th grades and attendance.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Increase proficiency on ELA particularly for the lowest 25%
2. Increase proficiency in science particularly for the 5th grade.
3. Increase attendance rates.
4. Decrease the number of students failing core classes.

**Part III: Planning for Improvement**

**Areas of Focus:**



**#1**

<b>Title</b>	Increase student proficiency in Reading Math and Science
<b>Rationale</b>	Based on data, the areas of Reading, Math and Science need to increase in order to support student achievement.
<b>State the measurable outcome the school plans to achieve</b>	The numbers of levels 1 and 2 will decrease across Reading, Math and Science and levels 3 and 4 will increase.
<b>Person responsible for monitoring outcome</b>	Cherie Allison (allisc@collierschools.com)
<b>Evidence-based Strategy</b>	The use of targeted instructional interventions to increase student proficiency.
<b>Rationale for Evidence-based Strategy</b>	Targeted interventions used to differentiate instruction based on student need increases student proficiency and ultimately achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of collaborative planning time to provide staff professional development opportunities in the area of differentiated instruction and monitoring student performance.</li> <li>2. Student self goal writing monitored with the use of academic coaches.</li> <li>3. Develop and implement data collection and student goal forms for students to chart and monitor individual progress to share with academic coaches.</li> <li>4. Continuation of coaching time to adjust supports such as increased intensity of monitoring and adjustments of goals based on student success.</li> </ol>
<b>Person Responsible</b>	Cherie Allison (allisc@collierschools.com)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

The use of coaching time and leadership will also support and encourage an increase in attendance. Student goal setting and teacher intervention time will decrease the amount of students failing core classes.

**Part IV: Title I Requirements****Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Our school is a neighborhood school with long established ties to the community. Melissa Owen, our media specialist, has fostered great connections within the community and has consistent donors who donate money towards the school library as well as donations to help build classroom libraries.

The school's Activities Director, Jill Whitcom also fostered great connections with the booster club. The

Principal and the Activities Director, along with some coaches, attend every booster club meeting to

discuss ways to help athletes and teams.

The school is proud to work with the organization "The Joy of Giving" to provide holiday gifts at Christmas for every student in our school as well as their young siblings who may not be old enough to attend school. The Joy of Giving has been in existence for many years.

In an effort to keep the community in the know about what is going on at our school, the principal works

monthly with the editor of The Mullet Rapper, the local newspaper to write the school page of the paper.

Articles include a "Principal's Note," articles from students, spotlight on a faculty member and a calendar of events that is featured in each issue. The editor is an active supporter of our school and she donates all local sales of the publication to our school's athletic department.

Everglades is striving to become a Leader in Me Lighthouse school and has worked collaboratively with the community to fund this endeavor. The community has also actively participated in the initial Franklin Covey & Habits training to help foster an even deeper relationship between the school and community.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Due to the unique nature of our school providing education for pre-k 3 through high school, we are able to get to know children and families on a much deeper level. The school has established a coaching time each week for students to meet with their coaches to help support them both academically and emotionally. An outside organization has partnered with the school to provide free counseling to any student or parent that feel that they need this service. The Guidance counselor and administration are partnering to reach at risk or fragile students and meet them on a weekly basis.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Everglades City Schools (EVG) houses students in pre-kindergarten through twelfth grade and

teachers work together to make the transition easier on the students.

EVG houses its own Headstart program which services all of our incoming students. These students

get 5 full days of instruction each week by a certified teacher. EVG

implements a minimum of two transition activities for incoming kindergarten students and their

families each year. Before school begins in mid-August, the school holds an Open House for all students and

parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

Our 5th graders receive a tour of the Middle School wing at the end of the year to see what Middle School looks like and review what their Middle School classes will entail. The 8th graders get to tour the high school area and get to ask current 9th graders questions on moving up into 9th grade. 12th graders get the opportunity to visit with colleges and universities on college night. Students in grades 10-12 also have an opportunity to visit local technical colleges, Florida Gulf Coast University, and Florida Southwestern College. Prior graduates who were college or military bound will be invited back for a lunch with the seniors to discuss what college or the military is like. Students with disabilities are supported when transitioning to high school, by being provided a case manager. The case manager will work collaboratively with students to build skills for self-advocacy and monitoring their own progress. The students with disabilities also work with their case manager to focus on post-secondary needs/goals and what actions are needed to successfully meet their needs.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to

fund Reading Coaches to support lowest performing schools.  
 Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The counselor meets regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available online on the District website, IEPs will incorporate the student’s academic and career planning and guide course selection based on the needs, interests and strengths of the student. EVG works with high school students to ensure all requirements will be met at each grade and give them a plan to ensure graduation. Students are scheduled in remediation/intensive classes in order to improve their state assessment scores to Achievement Level 3 or higher. Assistance with registration for college entrance exams are provided to all 11th and 12th grade students. In October of each year, the guidance counselor coordinates transportation to the administration of the ACT. The guidance counselor also works with Seniors (academic advising and career planning) to transition into college and successfully complete their first semester of college math or English. The counselor works with area technical schools, colleges, and universities to come and visit EVG and encourage students to apply to a post-secondary schooling. Career Education students are offered the opportunity to earn an industry certification in Microsoft Office, which is designed to demonstrate to potential employers the technical skills and abilities for the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. EVG gives students the opportunity to do work study programs off campus to earn high school credit and it beginning internships partnering with a variety of agencies. EVG also offers Agriscience, Aquaculture 2 and 3. A career fairs is held on campus which serve to inform students of career and training opportunities in the county.

**Part V: Budget**

1	III.A.	Areas of Focus: Increase student proficiency in Reading Math and Science				\$83,080.03
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0051 - Everglades City School	Title, I Part A	0.8	\$64,745.52
			<i>Notes: Reading Coach</i>			
	6400	130-Other Certified Instructional Personnel	0051 - Everglades City School	Title II	0.2	\$16,186.38
			<i>Notes: Reading Coach</i>			

	6400	510-Supplies	0051 - Everglades City School	Title, I Part A		\$1,545.70
			<i>Notes: Staff Development supplies: 12 Leader in Me Signature, 4.0 Participant Kit &amp; Participant Guide</i>			
	6150	510-Supplies	0051 - Everglades City School	Title, I Part A		\$602.43
			<i>Notes: Parent Involvement Supplies</i>			
					<b>Total:</b>	<b>\$83,080.03</b>